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ALABAMA COLLEGE

The State College For Women

MONTEVALLO

THE SUMMER SCHOOL


1937



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CALENDAR

FOR

SUMMER SCHOOL OF 1937

FIRST TERM, JUNE 10 - JULY 21

SECOND TERM, JULY 22 - AUGUST 25

Meetings

Alabama Writers' Conclave, June 15-18

Joint Curriculum and Progressive Education Conference, July 1, 2

Life Career Conference, July 7, 8, 9

School of Instruction for Vocational Home Economics Teachers,
July 26-August 14

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ALABAMA COLLEGE SUMMER SCHOOL

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FACULTY

LOIS ACKERLEY.....Home Economics

A.B., State University of Iowa; A.M., Columbia University; Ph.D., State University of Iowa. Teaching experience in high schools; Limestone College; Research Assistant, University of Iowa. Director, School of Home Economics, Alabama College, three years.

MAY LANDERS ADAMS.....Education

A.B., A.M., Howard College; graduate work at George Peabody College for Teachers. Teaching experience in elementary schools at Northport and Jefferson County, Alabama. Supervisor of Elementary Education, Fayette County, Alabama, for past two years.

A. C. ANDERSON.....Secondary Education

A.B., Howard College; A.M., Columbia University. Teacher and principal of rural schools; ten years county high school principal; County Superintendent of Education, Barbour County; Supervising Principal, Montgomery County Schools; President, Newton Institute; Superintendent of Schools, Ozark, Alabama. Alabama College, nine years.

LILIAN BARKSDALE.....High School History

B.S., George Peabody College for Teachers; A.M., University of Alabama; Diploma, Jacksonville State Normal School. Sixteen years, Alabama high schools. Alabama College Training School, nine years.

LORINE BARNES.....Elementary Demonstration School

Graduate Florence State Normal School; Summer work at University of Alabama and George Peabody College for Teachers. A.B., Howard College; graduate work, Howard College. Elementary school experience in Selma and Birmingham, Alabama, Public Schools.

BESSIE BELSLY.....Elementary Demonstration School

A.M., Teachers College, Columbia University. Critic teacher, Willimantic Normal School, Willimantic, Connecticut.

ETHEL BICKHAM.....Nursery School

B.S., M.S., Ohio State University. Graduate Merrill Palmer Schools. High School teaching experience. Assistant Professor of Home Economics, Alabama College, five years.

MAMIE BRASWELL.....Mathematics

A.B., University of Alabama; A.M., George Peabody College for Teachers. Teaching experience in Kellerman Junior High School; Walker County High School; State Secondary Agricultural High School, Sylacauga; Montevallo High School. Alabama College, six years.

IRENE S. BRAUER.....Elementary Demonstration School

B.S., A.M., Columbia University. Teacher of primary grades at Palmerton, Pennsylvania, and Atlantic City; Critic Teacher, Willimantic Normal School, Willimantic, Connecticut. Alabama College, one summer.

MYRTLE BROOKE.....Sociology

A.B., George Peabody College for Teachers; A.M., Columbia University; Special Study, University of Chicago and University of Tennessee. Six years, public schools of Georgia; four years, high school work in Louisiana. Alabama College, twenty-six years.

EDNA COLLINS.....Demonstration High School

Trained in Pratt Institute, New Jersey State Normal and Columbia University. Experience in fourth and fifth grades, Passaic, New Jersey; art in junior high school, Elizabeth, New Jersey; fourth and fifth grades, Tower Hill School, Wilmington, New Jersey. Alabama College, four summers.

- BELLE COMER**.....Art
B.S., A.M., Columbia University. Art instructor, Phillips High School, Birmingham.
- MARGARET COYLE**.....Home Economics
A.B., Stanford University; Special Diploma in Home Economics, San Jose State College. Teaching experience, Pensacola High School, Troy High School and Troy State Teachers College; four years, San Jose Teachers College, Alabama College, four years.
- CHARLES G. DOBBINS**.....English
A.B., Howard College; A.M., Columbia University; Graduate study University of Wisconsin. Instructor in English, University of Wisconsin, two years. Alabama College, one year.
- MINNIE DUNN**.....Elementary Demonstration School
B.S., University of Alabama; M. S., Teachers College, Columbia University. Teacher in elementary schools of Alabama; supervisor in Training School, Florence State Teachers' College; supervisor of fourth and fifth grades in State Teachers' College, Fredericksburg, Virginia.
- HALLIE FARMER**.....History
A.B., Indiana State Normal School; A.M. and Ph.D., University of Wisconsin. Teaching experience in high schools and in Indiana State Normal Schools; teaching assistant, University of Wisconsin. Alabama College, ten years.
- KATHERINE FARRAH**.....School Music
A.B., University of Alabama; Artist Diploma in Voice and Certificate in School Music, University of Michigan; special study in Columbia University and in Paris, France. Supervisor of Music, Marshall, Michigan; Voice and School Music, Stephens College, Columbia, Missouri. Alabama College, eight years.
- EVA GOLSON**.....English
A.B., Huntingdon College; A.M., University of Chicago; further graduate work at Columbia University and the University of Chicago. Teacher of English, Pell City and Jemison High Schools. Alabama College, ten years.
- ELLEN-HAVEN GOULD**.....Speech
A.B., Coe College; Graduate School of Speech, Northwestern University; A.M., University of California; Student of School Theatre, California; Player in Literary Theatre, Los Angeles. Coe College, four years; Washington State, two years; Occidental, one year. Alabama College, twelve years.
- MELBA GRIFFIN**.....Modern Language
A.B., Alabama College; A.M., Columbia University; one summer, University of Porto Rico. Alabama College, eight years.
- LAURA B. HADLEY**.....Home Economics
B.S., Indiana State Teachers' College; M.S., University of Minnesota; further graduate work, Teachers College, Columbia University. High schools in Indiana; University of Minnesota; Purdue University; summer schools at Indiana State Teachers' College; Syracuse University. Alabama College, one year.
- J. HAROLD HENNING**.....Speech
A.B., Cornell College; M.S., Northwestern University, School of Speech; Special work, University of Wisconsin. Public school teaching. Alabama College, two years.
- E. P. HOOD**.....Physical Science
Diploma, Jacksonville State Normal School; B.S. and M.S., University of Alabama; LL.D., Birmingham Law School. Nine years' experience in Alabama high schools; four years, Southern College, Lakeland, Florida. Alabama College, three years.
- ROSA LEA JACKSON**.....Mathematics
A.B., Western College; A.M., Ph.D., University of Chicago. Teaching experience in Athens College, Alabama; Central College, Missouri; Ripley High School, Ripley, Tennessee; Northwestern University, Illinois; Leland Stanford Junior University; Hunter College of the City of New York. Alabama College, six years.

ALICE V. KELIHER.....Director Demonstration Schools

B.S., A.M., and Ph.D., Columbia University; studied elementary education abroad in 1929. Demonstration teacher in Washington Public Schools; instructor in Child Development at Yale University; summer instructor in elementary education at Teachers' College, Columbia University; State Assistant in Parent Education in Connecticut; Elementary Supervisor, Hartford, Connecticut; Chairman of Commission in Human Relations of Progressive Education Association. Alabama College, three summers.

DAWN S. KENNEDY.....Art

B.S., A.M., Columbia University. Supervisor of Art, Crawfordville, Indiana; State Normal School, Ellenburg, Washington; University of Wyoming, Laramie. Alabama College, three years.

W. J. KENNERLY.....Physical Science

B.S., Clemson College; M.S., Emory University. One year, Assistant Professor of Chemistry, Clemson College. Alabama College, sixteen years.

YORK KILDEA.....Violin

A.B. and M.Mus., University of Idaho; A.M., Columbia University; two years graduate study, Juilliard School of Music, New York City. Music Supervisor, Public Schools, Moscow, Idaho. Alabama College, two years.

OLIVIA LAWSON.....Education

B.S., George Peabody College for Teachers; A.M., Columbia University; further graduate work at Peabody College. Three years of teaching in public schools of Alabama; four years, Supervisor of Schools, Walker County, Alabama. Alabama College, eleven years.

H. D. LeBARON.....Music

A.B., Harvard University; A.M., Cornell University. Teacher and soloist, New England Conservatory; American Guild of Organists; nine years, Associate Professor of Music, Western College, Oxford, Ohio; two years, Director of Music, Adrian College, Michigan; nine years, Ohio Wesleyan College, Delaware, Ohio. Director, School of Music, Alabama College, seven years.

RUTH LEHMAN.....Physical Education

B.S., Alabama College. One year, Colbert County H. S.; one year, Florida State College for Women, Tallahassee.

GORDON E. McCLOSKEY.....Sociology

A.B., State Teachers College, Lock Haven, Pa.; M.A., Ph.D., Teachers' College, Columbia University. Duke Center Elementary School; Horace Mann School. Teachers' College, Columbia University; National Survey of School Finances; Lincoln School, Teachers' College, Columbia University; National Committee on Economic Instruction; Ridgewood High School, New Jersey; Teachers' College, Columbia University; Alabama College, one year.

ELOISE MERONEY.....English

B.A., University of Alabama; M.A., Columbia University; Diploma, Alabama College; further study, The University of Chicago, Columbia University, and Duke University. Teacher of English, Chowan College, Ward-Belmont, Judson College. Alabama College, seven years.

GRACE PECK.....Physical Education

B.S., Alabama College, Two years, Birmingham Public Schools.

CHARLOTTE PETERSON.....Elementary Demonstration School

Diploma, Alabama College; special study, Northwestern University and National College of Education, Evanston, Illinois. Five years teaching experience in public schools of Virginia and Colorado. Alabama College Training School, twelve years.

LORRAINE PIERSON.....Modern Languages

A.B., A.M., Transylvania College; A.M., University of Chicago; Degre Supérieur, University of Dijon, France; Ph.D., University of Illinois. Teaching experience in McKendree College, Lebanon, Illinois; University of Illinois. Alabama College, nine years.

SARAH PURYEAR.....English

B.A., Vanderbilt University; M.A., George Peabody College for Teachers; further graduate study at Vanderbilt University. Teacher of English, Trousdale County High School, Memphis Technical High School. Alabama College, three years.

- J. I. RIDDLE**.....Education and Psychology
A.B., University of Alabama; A.M. and Ph.D., Columbia University; Superintendent's Diploma, Teachers' College, Columbia University. Seven years, Principal and Superintendent of schools in Alabama. Alabama College, nine years.
- MILDRED ROMANSKY**.....Physical Education
Graduate Arnold School of Physical Education and Health; summer work at Columbia University and Bennington School of the Dance. Eight years, teacher in the Hartford, Connecticut, Public Schools; playground director; counselor in girls' camps; supervisor of adult recreation. Alabama College, one summer.
- C. G. SHARP**.....Biology
B.S. and M.S., Alabama Polytechnic Institute; Candidate for the Ph.D. at the University of Chicago. Four years teaching experience in high schools. Alabama College, sixteen years.
- MINNIE L. STECKEL**.....Psychology
A.B., University of Kansas; A.M. and Ph.D., University of Chicago. Ten years, high school principal; two years, superintendent of public schools; one year, North Dakota State Teachers' College; two years, public school psychologist. Alabama College, seven years.
- ELIZABETH STOCKTON**.....Modern Languages
B.S. and A.M., University of Missouri; three summers in Mexico; summer and winter in France, Italy and Spain. Stephens College, Columbia, Missouri, eight years. Alabama College, nine years.
- W. F. TIDWELL**.....Education
B.S. and M.S., Alabama Polytechnic Institute; graduate work at George Peabody College for Teachers. Two years, Barnes School for Boys; six years, Livingston High School. Alabama College Training School, three years.
- GRACE EDWARDS TIETJE**.....Education
B.S. and A.M., George Peabody College for Teachers; Graduate of Silliman College, Louisiana; attended Radford State Teachers College, Radford, Virginia. Supervisor, Parish Schools, Louisiana; Critic Teacher in Western State Teachers College, Kalamazoo, Michigan; past two years, teacher of second grade, Tennessee Valley Authority School, Sheffield, Alabama.
- MARY ALLEN TIPPETT**.....Industrial Art
B.S., Columbia University; A.M., New York University; Life Certificate in Art, Western State Teachers College, Kalamazoo, Michigan. Three years, Junior and Senior High School, Battle Creek, Michigan; two summers in girls' camps in New York and Virginia; four years, Art Instructor and Director of the Arts Center of Children's Village School, Dobbs Ferry, New York; four years, Assistant Instructor, School of Education, Elementary Department, New York University; one year, Art Supervisor, Parker School District, Greenville, South Carolina. Alabama College, one summer.
- JAMES S. TIPPETT**.....Curriculum
B.S., Peabody College; graduate study, Columbia University. Principal, Demonstration School, Peabody College; teacher, Lincoln School, Columbia University; professor of education, University of Pittsburg, University of California and University of North Carolina; at present curriculum advisor, Parker School District, Greenville, South Carolina. Author numerous texts on curriculum and elementary education.
- W. D. VARNELL**.....Demonstration High School
B.S., Howard College; graduate study, University of Michigan, University of Tennessee, and Reelfoot Lake Biological Station. Science teacher, Tennessee Valley Authority, Norris, Tennessee. Alabama College, one summer.
- A. W. VAUGHAN**.....English
B.S., Central College; A.M., Harvard University; Ph.D., George Peabody College for Teachers; Austin Scholar in English at Harvard University. Instructor in English, Central College Academy and Marvin Junior College; Educational Director of the Ralph Sellev Institute; Head of the Department of English and Public Speaking, Southeast Missouri State Teachers College. Alabama College, nine years.

LENICE EVELYN VAUGHAN.....History
A.B., Alabama College; A.M., George Peabody College. One year Shelby County High School, Alabama; one year social work. Alabama College, two years.

KATHERINE VICKERY.....Psychology
A.B., North Georgia Agricultural College; A.M. and Ph.D., George Peabody College for Teachers. Teacher in high school, three years. Alabama College, fifteen years.

VINNIE LEE WALKER.....High School English
B.S., Athens College, Alabama; M.A., Peabody College. Three years, public schools. Alabama College, seven years.

LILLIAN WORLEY.....History
A.B., Alabama College; A.M., University of Wisconsin. Alabama College, five years.

W. R. WUNSCH.....Demonstration High School
A.B., University of North Carolina; A.M., Rollins College; graduate study, University of North Carolina, Columbia University. Two years teaching, Rollins College; Assistant Professor of English and Dramatics, Black Mountain College. Alabama College, two summers.

MIECISLAW ZIOLKOWSKI.....Piano
Graduate of Stern Conservatory, Berlin, Germany; Master Class at Stern Conservatory; Studied with Paderewski in Switzerland. Two years, teacher in Stern Conservatory; two years, Warsaw Conservatory; three years, Columbia School of Music, Chicago. Alabama College, eight years.

OTHER OFFICERS

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GEORGIE LEEPER.....Manager, Supply Store

HATTIE LYMAN.....Secretary, School of Home Economics

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SUSIE MARSHALL.....Secretary to Dean

NELLIE B. MOORE.....Secretary, Demonstration School

OLLIE TILLMAN.....Nurse

ALABAMA COLLEGE SUMMER SCHOOL**GENERAL INFORMATION**

The Summer School was established at the College in May, 1915, by authority of the Board of Trustees, and held its first session in 1916. A six to twelve week session has been held every summer since that date.

The 1937 summer session will be eleven weeks in length, beginning June 10 and ending August 25.

The first term will consist of six weeks, beginning June 10 and ending July 21, during which classes will be conducted five days per week, except on Saturday, June 12, when regular classes will be held.

The second term will consist of five weeks, beginning July 22 and ending August 25, during which classes will be conducted six days per week.

Each term is a separate unit, on which full credit may be secured for work completed.

In accordance with the aim of the Summer School to serve public education in the State to the fullest possible extent, a special effort is made to meet the needs of those wishing to obtain, renew, or extend certificates; of high school teachers and others wishing credit toward degrees; of public school teachers wishing to study progressive methods of teaching any grade of school work; of students enrolled in the regular session at this and other colleges who wish to make up work; of those desiring special work in home economics, music, art, speech, physical education, social service, and other special fields; of those desiring to teach in junior and senior high schools or to secure additional training in that field; of those wishing a thorough course in public school music or to prepare for the State examination in piano or public school music; of those wishing general physical education courses preparatory to teaching that subject or to coaching athletics; of those interested in repertory classes in violin, piano and organ; of those desiring high school credit.

CURRICULA

Courses are offered in art, biology, chemistry and physics, education, English, history, home economics, mathematics, modern languages, music, physical education, psychology, sociology, social work, and speech.

By attending the entire eleven weeks, a student may complete a year's work in such fundamental courses as biology, chemistry, English, history, mathematics, and modern languages.

In the other departments many of the courses are so organized that a full year's work may be completed in either six or eleven weeks.

SPECIAL FEATURES

PROGRESSIVE EDUCATION DEMONSTRATION SCHOOL AND SUMMER PROGRAM FOR ELEMENTARY AND HIGH SCHOOL TEACHERS

June 10-July 21

The Progressive Education Association will again sponsor during the first six weeks of the 1937 Alabama College Summer School a Demonstration School and Summer Program. In addition to the program for elementary teachers, which has been conducted for the past five summers at the College, the Demonstration High School and program for high school teachers, begun two summers ago, will be repeated. The continuation of the enlarged program was made possible by an educational grant which contemplated that the summer program at the College would serve Alabama and neighboring states.

Dates for Demonstration School and Summer Program

The summer program of Progressive Education will coincide with the first term of Summer School, June 10 to July 21, 1937. The Demonstration Schools will be open for observation June 14 to July 21.

Reception Given Progressive Education Work for Past Five Summers

The reception given the progressive education work at the College during past summers has amply demonstrated the worth of this program. Approximately five hundred teachers and supervisors have attended the full six-weeks program. Approximately four thousand teachers, supervisors, superintendents, and other school workers have observed the work and have taken part in the conferences for periods ranging from a few days to three weeks.

Nature of Work to be Offered this Summer

The work this summer is designed for both elementary and high school teachers. The program will consist of:

1. An Elementary School demonstrating the practical applications of progressive education principles and theory and including activity programs, large units of work, pupil initiative, individual needs, creative thinking, and character development. The Elementary Demonstration School will be the center for all phases of progressive education work for elementary teachers.
2. A High School demonstrating the practical applications of progressive education principles and theory. The features characterizing the work of the Elementary School will be shown also in the High School, which will be the center for all phases of the progressive education work for high school teachers.

3. College credit courses in progressive education.
4. A two-weeks non-credit short course of observation and intensive study designed especially for administrators, supervisors, and teachers who are not interested in credit and who cannot attend the six-weeks courses.
5. Joint Curriculum and Progressive Education Conference, July 1-2.

College Credit Work in Progressive Education

1. An Integrated Education Course.....*Credit, 6 semester hours.*
Students desiring to devote their entire time to education work may enroll in this course, directed by Dr. Alice V. Keliher. Demonstration school teachers and education teachers will assist. Each student in the course will choose two or three major interests for concentrated work. One short general meeting each day, and seminars, study groups, conferences, laboratory work, and observation in the demonstration school, as needed, will constitute the day's work. Credit for this course may be distributed in accordance with the amount of time devoted to the several interests.

The several interests which may be pursued in this course are:

- A. Principles of elementary education.
 - B. Principles of secondary education.
 - C. Directed observation in the lower elementary grades, in the upper elementary grades, or in the high school grades.
 - D. Art as it functions in a progressive school.
 - E. Music as it functions in a progressive school.
 - F. Physical education as it functions in a progressive school.
 - G. Methods of teaching the several subjects in a progressive elementary school.
 - H. Methods of teaching English, social science, and science in junior and senior high school.
 - I. Principles of Education.
 - J. Curriculum laboratory.
2. Other Courses in Progressive Education.
Students who desire to devote only a part of their time to the Progressive Education Program may register for progressive education courses listed under Education. Credit, 2 or 3 semester hours.

The Progressive Education Summer Program should appeal to all teachers, administrators, and students of education interested in the new education. It should appeal to the following classes of students:

- A. Those who attend summer school for the progressive education alone. A full term's work carrying six semester hours of credit may be taken.
- B. Those who desire to take one or two courses in progressive education and one or two courses in other fields.
- C. Those not interested in college credit but who wish to spend two weeks in observation and study of the new education.
- D. Those teachers who are interested in modifying their teaching to conform to the philosophy underlying the Alabama Curriculum Revision Program. The work in the Demonstration Schools will demonstrate the type of work contemplated in the Core Curriculum.

Cost of Six Weeks' Courses

Those attending for six weeks and taking six semester hours of credit will pay approximately \$50.00 for room, board, laundry, tuition, library fee, medical fee, and other fixed charges. The cost is the same for all students rooming in the dormitories and taking six semester hours of work.

Pupils Eligible for Demonstration Schools

A limited number of pupils of the town of Montevallo can be accepted in the Demonstration Elementary and High Schools. No fees will be charged for elementary or junior high school pupils. Senior high pupils who do not attend this school regularly will pay a registration fee of \$3.00 each and a tuition fee of \$4.00 for each one-half unit of work. Senior high school girls may secure room and board in the College dormitories. Other Demonstration School pupils must make other rooming arrangements. Children cannot be accommodated in the College dormitories.

Pupils not living in Montevallo who desire to attend the Demonstration Schools should apply to the Director of the Summer School as early as possible.

WORK ON STATE CURRICULUM REVISION PROGRAM

The College is cooperating with the State Department of Education in its elementary and high school curriculum revision program. This summer four curriculum courses will be offered:

- 1. Orientation in Curriculum Making.
- 2. Techniques of Curriculum Making.
- 3. Laboratory in Curriculum Making.
- 4. A one-week Curriculum Problems Short Course.

A specialist in curriculum revision will direct this work during the summer session.

The Curriculum Laboratory will be conducted in close cooperation with the Progressive Education Program. The development of large units of work to be taught in the Demonstration School will be part of the work of the Curriculum Laboratory.

The Curriculum Laboratory will develop guidance materials to be used by the teachers of the State in the curriculum revision program which is to extend over a period of several years.

NON-CREDIT SHORT COURSES

Four non-credit short courses will be offered during the 1937 Summer School for those school people who, because of graduate standing or for other reasons, are not interested in undergraduate credit and who are not able to spend six weeks in study. The two-weeks Progressive Education Short Course and the one-week Curriculum Problems Short Course are proposed as a substitute for short periods of observation in the Demonstration Schools by visitors.

The cost of a one-week short course will be \$7.75. This includes college fees and living expenses for five days at the college. The cost of a two-weeks short course will be \$18.00. This includes college fees and living expenses for twelve days at the college. In either case the student must furnish towels and bed linens. When the college does not furnish board and lodging, a matriculation fee of \$1.50 must be paid for the one-week course and \$3.00 for the two-weeks course.

Two-Weeks Coaching High School Dramatics Course—June 10-21

This course is designed for those high school teachers who coach plays and other speech and dramatic productions. It will include work in dramatic productions, contest preparation, interpretation, prose and poetry analysis, and choral speaking. Bibliographies and source helps will be developed.

Two-Weeks Progressive Education Course—June 21-July 2

The work during these two weeks will consist of observation in the Demonstration Schools, visiting regularly organized Progressive Education Courses and the Curriculum Laboratory, and work in a special class organized for those attending the Short Course.

One-Week Curriculum Problems Course—June 28-July 2

The work during this week will be directed towards observation of teaching such as is contemplated in the Alabama Core Curriculum, work in a special class dealing with the building of big units of school work, work in the Curriculum Laboratory, and attendance upon the Joint Curriculum and Progressive Education Conference, July 1-2.

One-Week Directing High School News Writing Course—July 5-10

This course is designed for the teacher without newspaper training who desires practical instruction in news methods. It is an intensive

course in high school news writing and the supervision of school newspapers. Lecture, conference, demonstration.

MISCELLANEOUS FEATURES

Alabama Writers' Conclave—June 15-18

The annual Alabama Writers' Conclave will be held at the College June 15-18. The programs may be attended by Summer School students, and frequently lecturers at the meetings are available also for special addresses to the student body.

Joint Curriculum and Progressive Education Conference—July 1-2

This conference, culmination of the one-week Curriculum Problems course, will deal with the Alabama Curriculum Revision Program. Among those participating will be Dr. Henry Harap of the Society for Curriculum Study and editor of the Curriculum Journal, Dr. Alice V. Keliher, and representatives of the State Department of Education.

Career Conference for High School Girls—July 7, 8, 9

The fourth annual Career Conference for young women enrolled in high schools of the state will be held at the College July 7, 8, 9. Outstanding guidance specialists will conduct the general meetings and hold personal conferences on the problem of choosing a career, and diagnostic tests will be given to assist in discovering individual aptitudes. Official attendance is limited to representatives drawn from the upper twenty-five per cent of the graduating classes.

School of Instruction for Vocational Home Economics Teachers, July 26-August 14

The purpose of this special three weeks' course for Alabama teachers of vocational home economics is to give specific aid in organizing the year's program, in setting up standards, and in applying modern methods to home economics instruction. For more complete information, see announcement of the School of Home Economics on page 27.

ENTERTAINMENT FEATURES

Among the recreational and entertainment features planned on the campus during the summer session are:

Music and speech recitals by faculty members; plays and other stage performances by students; addresses by visiting lecturers; athletic contests which include baseball, tennis, pingpong, aerial darts, and shuffle board; hikes and camp suppers; evening play hours under direction of a playground supervisor; reception to Summer School students by the faculty.

EXPENSE**First Term**

Room, board and laundry.....	\$33.00
Matriculation fee.....	3.00
Physician, nurse, hospital and medicine fee.....	1.00
Library fee.....	1.00
Fee for six semester hours of work.....	12.00
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Total.....	\$50.00

Second Term

Room, board and laundry.....	\$27.50
Physician, nurse, hospital and medicine fee.....	1.00
Fee for six semester hours of work.....	12.00
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Total.....	\$40.50

A fee of \$2.00 per semester hour is charged for college courses taken for credit. Any student taking more than the above indicated six semester hours per term will be charged \$2.00 for each additional hour.

The matriculation fee of \$3.00 and the library fee of \$1.00 will be paid the second term by students not in attendance the first term.

Laboratory fees per term are as follows:

Art.....	\$ 1.00
Biology 350.....	3.00
Biology 101, 102, 201, 202.....	4.50
Biology 300.....	6.00
Physical Science.....	4.50
Clothing Courses.....	2.00
Foods Courses.....	5.00
Other Home Economics Laboratory Courses (each).....	2.00
Individual Speech Instruction—	
One semester hour.....	18.00
One-half semester hour.....	10.00

A fee of \$4.00 per half-unit of credit is charged for high school courses.

(For music fees, see Music Department, page 30.)

Expense for Short Non-Credit Courses**One-Week Course**

Matriculation fee.....	\$ 1.50
Room, board, laundry, use of library, and medical attention for five days.....	6.25
<hr/>	
Total.....	\$ 7.75

Two-Weeks Course:

Matriculation fee.....	\$ 3.00
Room, board, laundry, use of library, and medical attention for twelve days.....	15.00
Total.....	<hr/> \$18.00

Reduced Railroad Rates

The Southeastern Passenger Association has in effect reduced round-trip fares with a six month time limit. Because of such reduced round-trip fares, no special rate for summer school is made.

EQUIPMENT

The entire equipment of the campus is available for use of Summer School students. This includes dormitories, dining halls, library, auditoriums, administration building, music building, elementary and high school buildings, laundry, home management house, infirmary, gymnasium, swimming pool, athletic fields, and tennis courts.

The library will be open every day of the Summer School session, excepting Sundays, on the following schedule: 7:30 A.M. to 9:00 P.M. from Mondays throughs Fridays; 8:30 A.M. to 5:00 P.M. on Saturdays.

College students may purchase text books at the supply store in Reynolds Hall, where writing materials are also available. High school students should secure the state-adopted text books from some local depository.

Each student must furnish a pillow, linen, and blankets or comforts. (Only single or three-quarter beds are used.)

COLLEGE AND HIGH SCHOOL CREDIT

College and high school students will have the privilege of working to remove conditions or to secure advanced standing. Courses satisfactorily completed in the Summer School will be credited in the regular session provided they form part of the regular curriculum.

For further information regarding high school courses, see pages 37 and 38.

REGISTRATION

Registration for the first term will be held Thursday, June 10, classes beginning the following morning at 7:30 o'clock. It will be possible to register later, but those expecting to register after Monday, June 14, should communicate with the Director of the Summer School as to credit work allowed late registrants.

Registration for the second term will be held Thursday, July 22, classes beginning the following morning at 7:30 o'clock.

The advance room reservation fee of \$2.00 will be refunded to a student who is unable to attend, provided the Director of the Summer School is notified by June 1. The Application For Admission blank is on the last page of this bulletin.

Regular Summer School students must have the approval of the President of the College or the Director of the Summer School before they can secure room and board in the town of Montevallo instead of at the College.

INTRODUCTION OF NEW COURSES AND ELIMINATION OF ANNOUNCED COURSES

The right is reserved to introduce new courses for which there is adequate demand and to eliminate courses for which the enrollment is insufficient.

TEACHERS' CERTIFICATES

Requirements for the issuance, renewal, or reinstatement of most of the several types of Alabama teachers' certificates may be met in full or in part by work completed in summer school. Those interested in securing a certificate through summer school work at Alabama College may secure full information from the summer school director. Those interested in reinstating a certificate are requested to bring their old ones with them.

Work at Alabama College does not lead to the reinstatement of Class E certificates.

DEPARTMENTAL ANNOUNCEMENTS

ART

First Term

Art S111. **Art Structure.** A study of the structural elements of art: line, tone and color. Consideration of these in relation to architecture, painting and sculpture. Original problems, supplementary reading, and discussion. Credit, 3 semester hours.

Art S150. **Art in Home Economics.** A study of the structural elements of art in relation to the home. Original problems, reading and discussion to develop appreciation and understanding rather than skill. Credit, 3 semester hours.

Art S201. **Painting.** A beginning study of color and form as used in painting. Progressive problems planned to develop the power of self expression. Credit, 2 semester hours.

Art S300.1. **The Teaching of Art.** A study of the structural elements of art as a foundation for understanding the theory and methods of teaching art in the elementary school. Credit, 2 semester hours.

Art S350.1. **Methods of Teaching Art.** Required of all students specializing in the teaching of art and preparing to teach in the elementary schools. Prerequisite: Art 300.1 or the equivalent. Credit, 2 hours for students pursuing the Bachelor of Arts degree with training in elementary education; 3 hours for students with a major in art.

Arts S341. **Modeling and Pottery.** The principles of art as applied to shapes in the round. Work with clay, building up forms, modeling, etc. Credit, 2 or 3 semester hours.

Second Term

Art S112. **Art Structure.** Continuation of Art S111. Credit, 3 semester hours.

Art S202. **Painting.** Continuation of Art S201. Credit, 2 semester hours.

Art S342. **Modeling and Pottery.** Continuation of Art S341. Credit, 2 or 3 semester hours.

BIOLOGY

First Term

Biology S101. **Survey Course in the Biological Sciences.** A course primarily for students pursuing the A.B. degree who do not plan further work in biology. Brief consideration of a few representative forms of the plant and animal phyla as to structure, function, and their relationship to each other and to man. Three lectures and four two-hour laboratory-demonstration periods a week. Credit, 3 semester hours.

Biology S201. **General Biology.** Brief consideration of a few representative forms of the four phyla of the plant kingdom; the cell, cell division, and functions of cells; the kind, structure, and uses of the root, stem, leaves, buds, fruits, and seeds; a few animal forms representative of the invertebrate phyla, namely: Amoeba, Paramecium, Euglena, Hydra, Obelia, Gonionemus, Planaria, Ascaris, Earthworm, and an Arthropod. Three lectures and four two-hour laboratory-demonstration periods a week. Credit, 3 semester hours.

Biology S300. **Bacteriology.** A study of the morphology, physiology, and cultivation of bacteria, yeast, and molds. Special consideration is given the relation of micro-organisms to the preservation, preparation, and handling of foods; their relation to water and milk supply and sewage disposal; the organisms that cause disease and that are occasionally found in various foods, water, and milk. The course is adapted to needs of students taking home economics and of those desiring to become acquainted with the fundamental principles of bacteriology and sanitation. One lecture and three two-hour laboratory periods a week. Course is continuous and must be taken both terms. Credit, 3 semester hours.

Biology S350. **Field Biology.** A course designed for teachers who are preparing to teach in elementary schools. Those who will teach biology in high school will be greatly benefited also by the information on outdoor life, and the practice in finding, assembling and using this information in teaching. A study of plants and animals in the field, with emphasis on study of birds, insects, local flora, and wild life in general. Studies in nature are demonstrated by assigned projects. Two lectures and three two-hour laboratory periods a week. Credit, 2 semester hours.

Second Term

Biology S102. **Survey Course in the Biological Sciences.** A continuation of Biology S101. Emphasis on human physiology and hygiene, heredity, eugenics, and evolution. Credit, 3 semester hours.

Biology S202. **General Biology.** A study of the frog and man as representative of the vertebrates, with special emphasis on the human body. Some consideration is given genetics, evolution, practical aspects of biology, and the makers of biology. Three lectures and four two-hour laboratory periods a week. Credit, 3 semester hours.

Biology S300. **Bacteriology.** See same course in first term.

EDUCATION

First Term

Education S302. **Psychology of Secondary Education.** Discussion of mental processes of high school students in studying, with emphasis on the work of learning rather than of teaching. Consideration of maturity of the high school pupil; psychological distinction between the elementary and the high school pupil; psychology of mathematics, English, foreign

languages, fine arts, practical arts, natural sciences, social sciences, physical education, and administration. The purpose is to acquaint the prospective teacher with methods applied to subjects other than her own, thus decreasing the danger of narrow formalism in teaching. Credit, 3 semester hours.

Education S311 or S321. **Methods of Teaching Reading in the Elementary Grades.** In Education S311 the emphasis is placed upon work in the lower elementary grades, and in Education S321 the emphasis is placed upon work in the upper elementary grades. Either Education S311 or S321 required of all students taking the four-year elementary curriculum. Credit, 2 semester hours.

Education S312 or S322. **Methods of Teaching Social Science in the Elementary Grades.** In Education S312 the emphasis is placed upon work in the lower elementary grades, and in Education S322 the emphasis is placed upon work in the upper elementary grades. Either Education S312 or S322 required of all students taking the four-year elementary curriculum. Credit, 2 semester hours.

Education S350.2 **Methods of Teaching English.** Required of all students pursuing the Bachelor of Arts degree with training in secondary education and with a major or a minor in English. Credit, 3 semester hours.

Education S350.4. **Methods of Teaching History.** Required of all students pursuing the Bachelor of Arts degree with training in secondary education and a major or a minor in history. Credit, 3 semester hours.

Education S350.8. **Methods of Teaching Science.** Required of students with a major or a minor in science who are preparing to teach. Credit, 3 semester hours.

Education S352. **Orientation in Curriculum Making.** A first course taking up the basic principles underlying the curriculum, the need for curriculum changes, and discussion of the curriculum on the different school levels. Credit, 2 semester hours.

Education S362. **Techniques in Curriculum Construction.** A second course which, assuming a knowledge of the principles underlying the curriculum, includes a study of techniques in obtaining the objectives set up. Credit, 2 semester hours.

Education S370. **Directed Observation in the Elementary Grades.** Observation in the Training School. The work is organized on the activity basis advocated by the proponents of progressive education. Credit, 2 semester hours.

Education S381. **A First Course in Progressive Education in the Elementary Grades.** Credit, 2 semester hours.

Education S382. **A Second Course in Progressive Education in the Elementary Grades.** For students who have had the equivalent of the first course of this type. Credit, 2 semester hours.

Education S391. **A First Course in Progressive Education in the High School.** Credit, 2 semester hours.

Education S410. **Extra-Curricular Activities.** Special attention is given values of extra-curricular activities in high school as they affect attitudes. Credit, 2 semester hours.

Education S421 or S431. **Methods of Teaching Language and Spelling in the Elementary Grades.** In Education S421 the emphasis is placed upon work in the lower elementary grades, and in Education S431 the emphasis is placed upon work in the upper elementary grades. Either Education S421 or S431 required of all students taking the four-year elementary curriculum. Credit, 2 semester hours.

Education S430. **Directed Observation in High School.** Observation in the Training School and discussion of the more common high school subjects. Arranged for students with majors in the A.B. secondary curriculum. The work is organized on activity basis advocated by the proponents of progressive education. Credit, 2 semester hours.

Education S442. **Laboratory Course in Curriculum Construction.** A course for advanced students only. Designed for individual interests, with practical work in curriculum construction and in building curriculum practices. Credit, 2 semester hours.

Education S460. **Tests and Measurements in Secondary Education.** A course designed to give an understanding of the significance of modern testing procedures, and to furnish actual experience in administering tests and evaluating their results. Both old and new types of tests and examinations are studied critically. Also study of theory of testing, including elementary statistical procedures and their application to classroom use. Practice in preparing and giving tests, and in scoring papers. Open to seniors. Credit, 2 semester hours.

Education S490. **Philosophy of Education.** A summarization of the problems of teaching. An objective is the formulation of a definite philosophy of education by each student. Required of all students in the A.B. curriculum for secondary and elementary education. Credit, 2 semester hours.

Integrated Course in Progressive Education. Students desiring to take all of their work in the Progressive Education Program may enroll for six semester hours under the supervision of Dr. Keliher. The credit for this course may be distributed in accordance with the amount of time devoted to the several interests. Students interested in either elementary or secondary education may enter the course. Credit, 6 semester hours.

Second Term

Education S300. **School Management.** General classroom problems of the elementary teacher, including discipline, school records, and school hygiene. Credit, 2 semester hours.

Education S301. **Principles of High School Teaching.** Problems applicable to all high school teachers, such as discipline, class management, examinations, and teachers' reports. Required of all applicants for the college secondary class B certificate, and for special certificates to teach in high school. Open to all juniors. Credit, 3 semester hours.

Education S422. **Public Education in the United States.** A discussion of the development of the American school system, its beginning and organization. Required of all students in the elementary curriculum. Credit, 2 semester hours.

Education S432. **Test Construction.** A course based on recognition of the need for teachers trained in the technique of making the greater part of their own class tests rather than depending largely on standardized tests. Tests prepared by teachers and criteria for desirable tests are examined critically in the light of modern test construction methods. The student selects from her major field a textbook now in use in the Alabama high schools and prepares class tests based on its content. Credit, 2 semester hours.

Education S472. **School Administration.** A course adapted to needs of students preparing for school attendance work. The relation of the county superintendent and county supervisor to the school attendance officer is discussed. Credit, 2 semester hours.

Education S481. **Elementary School Administration.** Open to a limited number of students with special talent for this type of work. This course is of particular value to prospective elementary school principals and supervisors. Prerequisite: senior standing in the A.B. elementary course. Credit, 2 semester hours.

ENGLISH**First Term**

English S101. **Fundamentals of Composition.** Drill in the mechanics and practice in the fundamental forms of composition, both oral and written. Required in all curricula. Credit, 4 semester hours.

English S200. **Types of Poetry.** Credit, 3 semester hours.

English S210. **Types of Prose Fiction.** Credit, 3 semester hours.

English S310. **Literature for Children.** A study of the types of literature and the best examples of each type available for use in the school and home. Required in the A.B. elementary curriculum. Credit, 3 semester hours.

English S321. **Southern Writers.** A survey of the literature produced in the South, with special study of selected problems. Credit, 2 semester hours.

English S350.2. **Methods of Teaching High School English.** A study of the special problems of the high school teacher of English, including materials and methods. Prerequisite: Sophomore English. Credit, 3 semester hours.

English S451. **Shakespeare.** An advanced course. Required of those with a major in English. Prerequisite: English 301, 302 or the equivalent. Credit, 3 semester hours.

Second Term

English S102. **Forms of Composition.** A continuation of English S101. Reading in contemporary prose. Required in all curricula. Credit, 4 semester hours.

English S200. **Types of Poetry.** Credit, 3 semester hours.

English S320. **Survey of American Literature.** A study of the greater writers and their work, viewed in the light of national and sectional conditions. Required in the A.B. elementary curriculum. Credit, 3 semester hours.

English S390. **English Literature: The Victorian Era.** A study of the thought and tendencies of the Victorian age as manifested in the work of the important poets and prose writers of the day. Prerequisite: sophomore English. Credit, 3 semester hours.

HISTORY

First Term

History S102. **History of Civilization.** A study of the development of civilization from medieval times to the present. This course will not be given unless at least ten people register for it. Credit, 5 semester hours.

History S111. **Social and Economic History of the United States.** A history of the United States from Colonial Times to 1830. A course for students in the School of Home Economics. Credit, 3 semester hours.

History S201. **History of the United States.** A study of colonial America and the development of the United States to 1830. Prerequisite: History 101, 102. Credit, 3 semester hours.

History S482. **Recent History of the United States.** A topical study of the history of the United States since 1884 with special emphasis on the social and economic problems of the period. Open to all students in the junior and senior years. Credit, 3 semester hours.

Political Science S302. **Introduction to Political Science.** A study of judicial and financial problems of government in the United States. Credit, 3 semester hours.

Geography S232. **Geography of North America.** Required of students taking the Bachelor of Arts degree with training in elementary education. Elective for others. Credit, 3 semester hours.

Second Term

History S101. **History of Civilization.** A study of the development of civilization from prehistoric times through the medieval period. This course will not be given unless at least ten people register for it. Credit, 5 semester hours.

History S112. **Social and Economic History of the United States.** A history of the United States from 1830 to the present. A course for students in the School of Home Economics. Credit, 3 semester hours.

History S202. **History of the United States.** A survey of the history of the United States from 1830 to the present. Prerequisite: History 101 and 102. Credit, 3 semester hours.

Geography S231. **Physical Geography.** Required of students taking the Bachelor of Arts degree with training in elementary education. Elective for others. Credit, 3 semester hours.

HOME ECONOMICS

First Term

Home Economics S310. **House Furnishing.** Selection and arrangement of furniture and furnishings according to need, use, appearance and income. Prerequisite: Art 150. Fee, \$2. Credit, 2 semester hours.

Home Economics S320. **Household Equipment and House Care.** Renovation of furniture; storage space; care of the house and its furnishings. Fee, \$2. Credit, 2 semester hours.

Home Economics S380. **Nutrition and Dietetics.** A study of the processes involved in the utilization of food by the body and of the nutritional needs of different members of the family group. Prerequisite: Biology 202; Physical Science 231. Fee, \$5. Credit, 3 semester hours.

Home Economics S390. **Methods of Teaching Home Economics in High Schools.** A study of accepted educational principles applied to home economics teaching in high schools. Prerequisite or parallel: Education 301; junior standing in home economics. Credit, 3 semester hours.

Home Economics S400. **Child Growth and Development.** A study of the development, care and training of the infant and pre-school child. Special emphasis is given the importance of home relationship. Nursery

school observation is included. Prerequisites: Psychology 250 or equivalent; Sociology 330; Home Economics 350, 380. Fee, \$2. Credit, 3 semester hours.

Home Economics S402. **Problems in Home and Family Life.** The practical application of the principles of sociology and economics to home and family life, emphasizing health, standards of living, house standards, income, household management, recreation, civic and social responsibilities. Prerequisite: senior standing in home economics. Credit, 2 semester hours.

Home Economics S410. **The House.** Study of housing standards; factors influencing the selection of family shelter; house designing and planning in relation to family needs and income. Prerequisite: Home Economics 310. Credit, 2 semester hours.

Home Economics S420. **Household Equipment.** Selection, care, and use; simple repairs. Prerequisite: Physical Science 340; Home Economics 320. Fee, \$2. Credit, 2 semester hours.

Home Economics S460. **Problems in Home Economics.** An individual problem selected by the student, with approval of the director of the School, is worked out with guidance and supervision of an assigned staff member. Hours to be arranged. Credit, 1 to 4 semester hours.

Home Economics S492. **Vocational Education in Home Economics.** A study of the national and state programs for vocational education and their relation to the home economics program with special emphasis on the Alabama vocational home economics program. Prerequisite: Home Economics 490. Credit, 3 semester hours.

SCHOOL OF INSTRUCTION FOR VOCATIONAL HOME ECONOMICS TEACHERS

JULY 26-AUGUST 14

- II. **Setting up a Vocational Program.** (Two sections.) Setting up objectives, selecting activities, planning a unit, making a calendar of work, checking progress, revising plans, and measuring results.
- IV. **Teaching Adults.** Organization, needs of the group, methods of teaching adults, and the contribution the adult program makes to a vocational program.
- V. **Home and Community Surveys.** (A continuation of course offered last year). Sources of information already secured, new information that can be secured, and selecting the essentials and embodying these in the program. Projecting plans for making community survey in own situation.
- VII. **Out-of-School Use of Home Economics.** Seeing jobs at home, recognizing in the home economic instruction help in out-of-school problems, securing increasing independence in finding problems, getting help and checking results, measuring results, and setting up standards for the home project program.
- XII. **Home Economics Education—Instructional Methods.** Setting up objectives, planning units of work, and ways of evaluating results.
- XIII. **Home Economics Education—Business Management.** Care of department, routine, files, records, reports, maketing, and finances.
- XIV. **Home Economics Education.** What home economics can and should contribute to the total educational program.
- XV. **Home Economics Education.** Trends in curriculum making.
- XVIII. **Consumer Problems.** Consumer problems as related to different phases of homemaking.
- XIX. **Guidance.** Recognizing guidance problems. Discerning the opportunities for future employment of the high schoool graduate in home economics; the college graduate in home economics.

MATHEMATICS

First Term

Mathematics S101. **A Survey Course in College Mathematics.** A study of certain fundamentals of college algebra, trigonometry, analytic geometry, and calculus, with the function concept as an integrating idea underlying the whole course. Emphasis on the application of mathematics,

particularly in the physical sciences. Designed for students who plan only one year in college mathematics, and as well as for those who major and minor in mathematics. Prerequisite: high school algebra and plane geometry. Credit, 3 semester hours.

Mathematics S201. **Analytic Geometry.** A continuation of coordinate geometry, begun in 101, 102, with emphasis on the conic sections and equation of the second degree. Required of students with a major or minor in mathematics. Credit, 3 semester hours.

Second Term

Mathematics S102. **A Survey Course in College Mathematics.** Continuation of S101. Credit, 3 semester hours.

Mathematics S202. **Analytic Geometry.** Continuation of S201. Credit, 3 semester hours.

MODERN LANGUAGES

First Term

French

French S101. **Elementary French.** Grammar, pronunciation, reading of modern authors, composition, and collateral reading. Credit, 3 semester hours.

French S201. **Modern Prose, Poetry and Drama.** Rapid reading, in class, of representative works of modern authors; collateral reading; review of syntax; composition; conversation. Prerequisite: two years of preparatory French or one year of college French. Credit, 3 semester hours.

Spanish

Spanish S101. **Elementary Spanish.** A beginning course, emphasizing reading and pronunciation. Credit, 3 semester hours.

Spanish S201. **Spanish Life.** Rapid reading, in class, in representative works of modern authors; collateral reading; review of syntax; composition; conversation. Prerequisite: two years of preparatory Spanish or one year of college Spanish. Credit, 3 semester hours.

Second Term

French

French S102. **Elementary French.** Continuation of French S101. Credit, 3 semester hours.

French S202. **Modern Prose, Poetry and Drama.** Continuation of French S201. Credit, 3 semester hours.

Spanish

Spanish S102. **Elementary Spanish.** Continuation of Spanish S101. Credit, 3 semester hours.

Spanish S202. **Spanish Life.** Continuation of Spanish S201. Credit, 3 semester hours.

MUSIC

With the extension of the Progressive Education Demonstration School to the high school, the study of music is now possible on all levels. Many music teachers who are not interested in credit and full-time courses will profit in observing the work.

The courses indicated here are offered in the first term of the Summer School. Those interested in music study during the second term should consult the Director of the School of Music before July 1.

Instrumental and vocal ensemble work will be given increased attention in the 1937 Summer School. Credit courses for full-time students are offered, but participation in the work is possible for shorter periods.

The summer music work aims to serve several widely divergent fields of music. Organ, piano, violin, and voice as well as School Music Methods, Wind and String Pedagogy, and Music Education are offered.

Applied Music

Repertory Classes

The courses in Applied Music are divided into two types, one serving established musicians who wish to add to their repertory or to re-study and re-interpret familiar works. To permit full consideration of more extended compositions, two one-hour private lessons a week are assigned this group of courses. One may register for part of the course if unable to remain the entire six weeks.

The second group of Applied Music courses is for students approaching the study of the literature of the instrument or voice for the first time and working for the formation of adequate technique. These courses also serve those who do not wish exclusive study of an instrument, and may be taken for less than full credit.

The work in the above mentioned courses will be offered by:

Harrison D. LeBaron	Organ
Mieczislaw Ziolkowski	Piano
York Kildea	Violin
Katherine Farrah	Voice

Public School Music

The School is equipped with the essential instruments for becoming conversant with the needs of the player of any important band or orches-

tral instrument. A course in instrumental and choral conducting is also offered for the benefit of the beginner.

The Applied Music study in this field may be done with one lesson a week if desired. Lessons in orchestral instruments may be offered as a combination of one private and one class lesson if a sufficient number is interested.

The usual courses in School Music will be offered by:

Katherine Farrah	Methods
York Kildea.....	Band and Orchestral Pedagogy and Conducting.

Music Education at the Piano

This course, designed for teachers of piano, will consider primarily the needs of the pupil. It will stress a thorough understanding of the aims of musical education. A study will be made of the underlying psychology of musical listening and performance, including their possible aims and a philosophy of musicianship. The application of these principles of the mental processes of the student is studied together with the development of proper attitudes.

Music Fees

The total expense of a course, including the fee for practice and the credit hour fee, is as follows:

Applied Music:

12 private hour lessons and 12 lecture or ensemble classes	\$35.00
12 private half-hour lessons.....	24.00
Music Education at the Piano.....	6.00
Harmony	6.00
Sight Singing and Dictation	3.00
Analysis	6.00
Liturgical Music	3.00
Composition	6.00
School Music Methods	6.00
Instrumental Pedagogy	6.00
Conducting	3.00

Description of Courses

The theory courses offered are from beginning harmony through composition. As far as possible the work under this heading will be directed to meet the immediate needs of the students. Work in courses not outlined may be pursued if possible to arrange the instruction.

DESCRIPTION OF COURSES

First Term

Music S101. **Harmony.** An effort to connect fundamental concepts with the essential intuitive grasp. A survey of the various approaches to musical understanding. Credit, 2 semester hours.

Music S101. **Sight Singing and Dictation.** Elementary theory; its perception and reproduction in sound, and its perception and recording. Scales, modes, intervals and rhythm. Credit, 1 semester hour.

Music S102. **Harmony.** A continuation of Harmony S101. Credit 2 semester hours.

Music S102. **Sight Singing and Dictation.** A continuation of Sight Singing and Dictation S101. Credit, 1 semester hour.

Music S120. **Music Education at the Piano.** As far as practical, conducted by discussion method. The building of musicianship in the student through piano study. Credit, 2 semester hours.

Music S201. **School Music for Grade Teachers.** Appreciation, simplified presentation of musical essentials, sight reading, child voice, materials, value of music and its place in school curriculum. Credit, 2 semester hours.

Music S251. **Structural Analysis.** Homophonic and contrapuntal forms, with consideration of the structural detail of composition. Prerequisite: a course in harmony. Credit, 2 semester hours.

Music S252. **Harmonic Analysis.** Analytical study of the harmony of Wagner, Franck, and a contemporary composer. Prerequisite: a course in harmony. Credit, 2 semester hours.

Music S301. **Elementary School Music.** Methods, materials, observation; the child voice, rote song, appreciation, creative music. Credit, 2 semester hours.

Music S301. **Composition.** Vocal writing. Short solo and choral settings; instrumental three-part song form. Permission of the instructor required for admission. Credit, 2 semester hours.

Music S301. **Wind Instrument Pedagogy.** Brass and wood wind instruments. Preparation for conducting school orchestras and bands; procedure for class teaching; principles of holding, fingering and playing the different instruments. Practical experience in playing instruments of each type. Students should bring own instruments when possible. Two double periods a week. Credit, 2 semester hours.

Music S302. **String Instrument Pedagogy.** Preparation for conducting school orchestras; procedure for class teaching; survey of materials for class teaching; principles of holding, fingering and playing instruments. practical experience in playing instruments of each type. Students should bring their own instruments when possible. Two double periods a week. Credit, 2 semester hours.

Music S401. **Conducting and Instrumental Ensemble.** A course in the essentials of conducting, technique of the baton, orchestral repertoire, interpretation, and practical experience in conducting. Credit, 2 semester hours.

Music S451. **High School Music.** Methods, materials, appreciation, theory and observation. This course is designed for those with a major in school music. Credit, 2 semester hours.

PHYSICAL EDUCATION

First Term

Physical Education S152. **Beginning Swimming.** Credit, 1 semester hour.

Physical Education S252. **Intermediate Swimming.** Credit, 1 semester hour.

Physical Education S340. **Recreational Leadership.** A brief survey of the field of recreational leadership, including methods and practice in planning large parties suitable for recreation centers and churches; materials which could be included in the leadership of such clubs for adolescent girls as Camp Fire Girls, Girl Reserves, Girl Scouts, and 4-H Club Girls; hiking, handicraft, nature lore, and cooking out-of-doors. Credit, 2 semester hours.

Physical Education S352. **Advanced Swimming.** Life saving may be included, if desired. Credit, 1 semester hour.

Physical Education S350.7. **Methods and Materials for Elementary Schools.** Activities, materials, and methods in physical education as adapted to unit teaching in the elementary school; and lesson planning, directed observation in the training school, and study of the State program in physical education. Credit, 2 semester hours.

Physical Education S350.7. **Methods and Materials for Secondary Schools.** A study of the state point system for high school girls with emphasis on material, organization, record keeping and methods. Credit, 2 semester hours.

Physical Education S110, S210, S310, S410. **General Activities.** A course in tennis which will be arranged to meet individual needs. May be substituted for activity courses offered during the regular session. Credit, 1 semester hour.

Physical Education S452. **Health Education.** A survey in the field of health education and study of teaching principles involved in the presentation of health work. Credit, 2 semester hours.

Second Term

Physical Education S152. **Beginning Swimming.** Credit, 1 semester hour.

Physical Education S252. **Intermediate Swimming.** Credit, 1 semester hour.

Physical Education S352. **Advanced Swimming.** Life saving may be included, if desired. Credit, 1 semester hour.

Physical Education S110, S210, S310, S410. **General Activities.** A course in tennis which will be arranged to meet individual needs. May be substituted for activity courses offered during the regular session. Credit, 1 semester hour.

PHYSICAL SCIENCE

First Term

Physical Science S101. **Survey in the Physical Sciences.** This course initiates the student into the various fields of the physical sciences with a view to having her cultivate an appreciation of the natural phenomena with which she is in daily contact. Physical principles rather than factual information are stressed. Identical with first semester's work of the regular session. Credit, 3 semester hours.

Physical Science S111. **General Chemistry.** This course embraces a study of the common elements and their related compounds, along with fundamental chemical laws, theories, etc. Identical with first semester's work of the regular session. Credit, 3 semester hours.

Physical Science S231. **Organic Chemistry.** A course in organic chemistry for students with a major in home economics. Identical with first semester's work of the regular session. Credit, 3 semester hours.

Physical Science S301. **General Physics.** A course in general physics involving a study of the laws of machines, gravitation, electricity, etc. Identical with first semester's work of the regular session. Credit, 3 semester hours.

Physical Science S340. **Physics.** An elementary course in general physics with emphasis on the practical application of these principles to home appliances. This course is designed for students with a major in home economics. Credit, 3 semester hours.

Second Term

Physical Science S102. **Survey in the Physical Sciences.** A continuation of Physical Science S101. Credit, 3 semester hours.

Physical Science S112. **General Chemistry.** A continuation of Physical Science S111. Credit, 3 semester hours.

Physical Science S232. **Physiological Chemistry.** A course in physiological chemistry for students with a major in home economics. Credit, 3 semester hours.

Physical Science S302. **General Physics.** A continuation of Physical Science S301. Credit, 3 semester hours.

Physical Science S340. **Physics.** An elementary course in general physics with emphasis on the practical application of these principles to home appliances. This course is designed for students with a major in home economics. Credit, 3 semester hours.

PSYCHOLOGY

First Term

Psychology S200. **Educational Psychology.** A study of the laws of learning, reasoning and imagining, transfer of training, factors influencing efficiency, individual differences in intelligence, achievement, and capacity. Prerequisite: Elementary or general psychology. Credit, 2 semester hours.

Psychology S201. **General Psychology.** A study of innate and acquired factors in behavior, motivation of behavior, individual differences and their measurement, problems of learning, and personality adjustments. Scientific method illustrated with simple experiments which form the basis of teaching. Credit, 3 semester hours.

Psychology S211. **General Psychology.** A study of the reaction hypothesis, native equipment, sensation and feeling, emotion and the dominant human urges, motivation and adjustment, learning, perception and attention, general intelligence and special aptitudes, and personality. Credit, 2 semester hours.

Psychology S250. **Child Psychology.** Identical with the course in child psychology offered during the regular session. Credit, 2 semester hours.

Psychology S320. **Social Psychology.** Nature and development of social behavior, response to social stimulation, language and gesture, sympathy, imitation and suggestion, social attitudes and adjustments. Elective. Prerequisite: Elementary or General Psychology. Credit, 2 semester hours.

Second Term

Psychology S200. **Educational Psychology.** Same as above. Credit, 2 semester hours.

Psychology S202. **General Psychology.** A continuation of Psychology S201. Credit, 3 semester hours.

Psychology S212. **General Psychology.** A continuation of Psychology S211. Credit, 2 semester hours.

SOCIOLOGY AND ECONOMICS**First Term**

Sociology S200. School and Community Relationships. Principles and methods of community organization; the school as a center of community activities; the teacher's relation to community leadership. Intensive study of the Parent-Teacher Association, its policies, machinery, materials, program, and activities. Demonstration and practice freely used as methods of instruction. First term. Credit, 2 semester hours.

Sociology S201. Contemporary Problems. An examination of personal, social and economic problems that command the attention of contemporary laymen. The aim is to provide a basis of study and thought which will assist the laymen of a democracy to live satisfactory lives. No attempt is made to develop specialized social scientists. Required of sophomores in most of the curricula. Credit, 3 semester hours.

Sociology S210. Principles of Sociology. This course, designed for students with majors in other fields, aims to analyze and interpret social experience and thus prepare for a more intelligent participation in social life. After viewing the origin of social experience and the nature of personality, there is a study of the organization of human experience into social institutions—the family, property, the state, the church. Required of students with a major in home economics. Credit, 2 semester hours.

Sociology S240. Social Resources of Alabama. A course including agencies and industries. Credit, 2 semester hours.

Sociology S301. A Survey Course. Development of social work and study of present day trends. Credit, 2 semester hours.

Sociology S321. Social Work. The course includes a study of the major problems of Social work; poverty, desertion, and non-support, delinquency, physical and mental deficiency and disease, etc. It is devised for students entering social work and related professional fields. Credit, 2 semester hours.

Sociology S330. The Family. The brief sketch of the history of the family, the home, and family relations. Credit, 3 semester hours.

Sociology S370. Practical Experience in the Use of the Case Work Methods in Assisting Individuals and Families. Emphasis on problems affecting child welfare utilizing visiting teacher methods. Credit, 2 semester hours.

Sociology S421. Social Case Work. A discussion of the methods of social case work. Selected case records are examined and utilized as material for study and discussion of techniques including visiting teacher methods. Credit, 3 semester hours.

Sociology S461. **Community Organization.** Study of principles underlying organization of the community activities and types of organizations. Credit, 2 semester hours.

Sociology S470. **Field Work.** A special field work unit is maintained by Alabama College in cooperation with the Shelby County Department of Public Welfare. Cases involving case work problems are assigned to the students under supervision. Experience is provided in an intensive practical study of individual, family, and community problems. Credit, 2 semester hours.

ECONOMICS

Economics S350. **Principles of Economics.** This course is designed to assist students in a study of the economic principles which are of value to citizens as applied in everyday living. Thirty-one principles of modern economic life are examined. The operation of these principles in contemporary American economy is studied. Particular emphasis is placed on the principles of distribution and consumption. Credit, 3 semester hours.

Second Term

Sociology

Sociology S202. **Contemporary Problems.** A continuation of Sociology S201. Credit, 3 semester hours.

Sociology S220. **An Introduction to the Study of Rural Sociology.** A survey of the physical, economic, and social aspects of farm life. Special emphasis on the major problems growing out of rural living. Required of students with a major in home economics. Credit, 2 semester hours.

Sociology S302. **A Survey Course.** A continuation of Sociology S301. Credit, 2 semester hours.

Sociology S322. **Social Case Work.** A study of the principles of social case work and their application to the major problems of social work. Designed only for professional students in the field of social case work. Prerequisite: Sociology 321. Credit, 2 semester hours.

Sociology S422. **Social Case Work.** A continuation of Sociology S421. Credit, 3 semester hours.

Sociology S462. **Public Welfare.** A course dealing with the history, organization, and functions of public welfare. A study of selected state and county departments; relation of public and private agencies. Credit, 2 semester hours.

Sociology S470. **Field Work.** Same as above. Credit, 2 semester hours.

Economics

Economics S360. **Economic Problems.** Problems involved in the application of democratic principles to modern American economic life comprise the body of this course. Problems of establishing a democratic relationship between political and economic life are emphasized. Credit, 3 semester hours.

SPEECH

First Term

Speech S150. **Phonetics.** Their application to corrective speech. For teachers. Credit, 2 semester hours.

Speech S260. **Public Speaking.** Credit, 2 semester hours.

Speech S340. **Speech for Teachers in Elementary Grades.** Credit, 3 semester hours.

Speech S370. **Speech Contests.** Preparation and training for coaching entries in contests. Credit, 2 semester hours.

Individual Lessons. Hours and credit arranged. Special fee.

DEMONSTRATION SCHOOLS

First Term

Elementary

Work will be provided from the first grade through the sixth grade. No fees will be charged. Pupils desiring elementary work should make application as early as possible.

Junior High

Work in combined Junior I and Junior II classes will be given in art, English, music, manual arts, physical education, and science. No fees will be charged. Pupils desiring this work should make application as early as possible.

Senior High

Regular high school credit can be earned in the senior high school subjects listed below. Additional courses may be organized in art, manual arts, and music. No fees will be charged pupils from the area served by the Montevallo High School. Other pupils will each pay a matriculation fee of \$3.00 and a tuition fee of \$4.00 for each half-unit of work.

English Sr. IIa. **Composition and Literature.** Standard Senior II high school English. Texts: Cook, Using English; Miles-Pooley-Greenlaw, Literature and Life, Book III. Credit, $\frac{1}{2}$ unit.

English Sr. IIIa. **Composition and Literature.** Standard Senior III high school English. Texts: Cook, Using English; Briggs-Herzberg-Bolenius, English Literature. Credit, $\frac{1}{2}$ unit.

Social Studies Sr. IIa. **American History.** Standard Senior II high school history. Text: Barker-Dodd-Commager, Our Nation's Development. Credit, $\frac{1}{2}$ unit.

Social Studies Sr. IIIa. **Economics and Social Problems.** Standard Senior III high school social studies. Text: Hill and Tugwell, Our Economic Society and Its Problems. Credit, $\frac{1}{2}$ unit.

Mathematics Sr. IIa. **Plane Geometry.** A study of the first two books. Text: Morgan, Foberg and Breckenridge, Plane Geometry. Credit, $\frac{1}{2}$ unit.

Mathematics Sr. IIIa. **Solid Geometry.** Text: Morgan, Foberg and Breckenridge, Solid Geometry. Credit, $\frac{1}{2}$ unit.

Science Sr. Ia. **Biology.** Standard Senior I high school biology. Text: Baker-Mills, Dynamic Biology. Credit, $\frac{1}{2}$ unit.

Second Term

Senior High

English Sr. IIb. A continuation of English Sr. IIa. Credit, $\frac{1}{2}$ unit.

English Sr. IIIb. A continuation of English Sr. IIIa. Credit, $\frac{1}{2}$ unit.

Social Studies Sr. IIb. A continuation of Social Studies Sr. IIa. Credit, $\frac{1}{2}$ unit.

Social Studies Sr. IIIb. A continuation of Social Studies Sr. IIIa. Credit, $\frac{1}{2}$ unit.

Science Sr. Ib. A continuation of Science Sr. Ia. Credit, $\frac{1}{2}$ unit.

Mathematics Sr. IIb. **Plane Geometry.** A continuation of Mathematic Sr. IIa, offered the first term. Plain Geometry, Books III, IV, and V. Text: Same as first term. Credit, $\frac{1}{2}$ unit.

Mathematics Sr. IIIb. **Intermediate Algebra.** Follows Mathematics Sr. IIIa. Text: Calhoun-White-Simpson, Algebra, Second Course. Credit, $\frac{1}{2}$ unit.

Fees for Second Term

Pupils from the area served by the Montevallo High School who were in attendance during the first term will be charged no fees for the second term. Pupils from other areas and pupils from the Montevallo High School area who were not in attendance during the first term will each be charged a tuition fee of \$4.00 for each half-unit of work, and also a matriculation fee of \$3.00.

All senior high school classes will meet twice daily.

APPLICATION FOR ADMISSION TO
THE 1937 SUMMER SCHOOL
at
ALABAMA COLLEGE
MONTEVALLO

Date of application.....

1. Name (in full)

2. Address: Street and No., or R. F. D.

City, County, State.....

3. Name and address of parent or guardian

4. Last school attended

Graduate?.....

5. Enclosed is reservation fee of \$2.00. Please ^{do} not (strike out one)
make reservation in the college dormitory for me.

6. List of courses desired:

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Remarks:

Signature of Applicant

